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ABSTRACT

Students at all grade levels in Wisconsin are required to learn about the principles and ideals upon which the United States is founded, and understand the world in which they live. Students at all levels should develop skills and understandings in all five strands found in the Wisconsin standards for social studies. These skills and understandings are embedded in the performance standards. The curriculum in elementary and middle schools establishes the foundation for the entire social studies program, and allows students to develop the attitudes and acquire the knowledge and skills necessary to participate in a democratic society and understand an increasingly complex world. It is also important to recognize that the designated levels, by grade four, grade eight, and grade twelve, lead students to higher and deeper levels of knowledge and skills as they progress through school. The organization of these standards allows the social studies curriculum to be developed as separate disciplines or in an integrated course. In elementary, and middle and junior high schools, the five strands of social studies are usually integrated in a time during the day called "social studies." In high schools, the social studies courses are given names such as United States History, Geography, Global Studies, World History, Economics, Civics, Social Studies, Current Events, Sociology, and Psychology. Courses with these names might include performance standards from one, several, or all of the social studies strands. The social studies strands are as follows: (1) "Social Studies Standard A (Geography)"; (2) "Social Studies Standard B (History)"; (3) "Social Studies Standard C (Political Science and Citizenship)"; (4) "Social Studies Standard D (Economics)"; and (5) "Social Studies Standard E (Behavioral Sciences)." (LB)

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ED 433 293

State of Wisconsin
Department of Public Instruction
LEADERSHIP FOR EXCELLENCE IN PUBLIC EDUCATION

WISCONSIN'S MODEL ACADEMIC STANDARDS

WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

State of Wisconsin Department of Public Instruction
125 S. Webster St., P.O. Box 7841, Madison, WI 53707-7841
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WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

INTRODUCTION

I know of no safe depository of the ultimate powers of the society but with the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take power from them, but to inform their discretion through instruction. -Thomas Jefferson (1820)

In order to ensure our survival as a free nation, students at all grade levels in Wisconsin are required to learn about the principles and ideals upon which the United States is founded and understand the world in which they live.

Definition of Social Studies

"Social studies" is the title used to describe the study of the social sciences and humanities. Within the curriculum, social studies provides coordinated, systematic study of information, skills, and concepts from the disciplines of history, geography, political science, economics, anthropology, psychology, law, archaeology, and sociology with attention also given to connections among the peoples and nations of the world, the effect of science and technology on society (and vice versa), and the ways to practice good citizenship. Social studies helps young people develop the knowledge and skills necessary to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.

Knowledge and Skills

Students at all levels should develop skills and understandings in all five strands found in the Wisconsin standards for social studies. These skills and understandings are embedded in the performance standards. The curriculum in elementary and middle schools establishes the foundation for the entire social studies program. Without this foundation, students cannot develop the attitudes nor acquire the knowledge and skills necessary to participate in a democratic society and understand an increasingly complex world. It is also important to recognize that the designated levels, by grade four, by grade eight, and by grade twelve, lead students to higher and deeper levels of knowledge and skills as they progress through school.

Connections in Social Studies

The organization of these standards allows the social studies curriculum to be developed as separate disciplines or in an integrated course. In elementary, and middle and junior high schools, the five strands of social studies are usually integrated in a time during the day called "social studies." In high schools, the social studies courses are given names such as United States History, Geography, Global Studies, World History, Economics, Civics, Social Studies, Current Events, Sociology, Psychology, and so on. Courses with these names might include performance standards from one, several, or all of the social studies strands.

- Social Studies Standard A (Geography)
- Social Studies Standard B (History)
- Social Studies Standard C (Political Science and Citizenship)
- Social Studies Standard D (Economics)
- Social Studies Standard E (Behavioral Sciences)

A. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS

Content Standard

Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.

Rationale

Students gain geographical perspectives on the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments. In Wisconsin schools, the content, concepts, and skills related to geography may be taught in units and courses that deal with geography, history, global studies, anthropology, sociology, psychology, current events, and world religions.

Note: additional information for developing a curriculum is available in:

Curriculum Standards for Social Studies. National Council for the Social Studies Publications, P.O. Box 79078, Baltimore, MD 21279-0078 (1-800-683-0812)

Geography for Life: National Geography Standards 1994. National Geographic Society, P.O. Box 1640, Washington, D.C. 20013-1640, USA (1-800-368-2728)

- Social Studies Standard A Grade 4
- Social Studies Standard A Grade 8
- Social Studies Standard A Grade 12

FOURTH GRADE

Performance Standards

By the end of **grade four**, students will:

A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface

A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders

A.4.3 Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges

A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters

A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world

A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes

A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world

A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment

A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating

EIGHTH GRADE

Performance Standards

By the end of **grade eight**, students will:

A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place

A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape

A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density

A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment

A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases

A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation

A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world

A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities

A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals

A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment

A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations

TWELVE GRADE

Performance Standards

By the end of **grade twelve**, students will:

A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration

A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models

A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features

A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment

A.12.5 Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns

A.12.6 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world

A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world

A.12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them

A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood

A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development

A.12.11 Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture

A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world

A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

B. HISTORY: TIME, CONTINUITY, AND CHANGE

Content Standard

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

Rationale

Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future. In Wisconsin schools, the content, concepts, and skills related to history may be taught in units and courses in United States and world history, global studies, geography, economics, anthropology, sociology, psychology, current events, and the humanities.

Note: additional information for developing a curriculum is available in:

Curriculum Standards for Social Studies. The National Council for the Social Studies Publications, P.O. Box 79078, Baltimore, MD 21279-0078 (1-800-683-0812)

National Standards for History. National Center for History in the Schools, University of California, Los Angeles, 1100 Glendon Avenue, Suite 927, Box 951588 (1-310-825-4702)

Building a History Curriculum: Guidelines for Teaching History in Schools. National Council for History Education, 26915 Westwood Rd., B-2, Westlake, OH 44145 (1-440-835-1776)

Building a United States History Curriculum. National Council for History Education, 26915 Westwood Rd., B-2, Westlake, OH 44145 (1-440-835-1776)

Building a World History Curriculum. National Council for History Education, 26915 Westwood Rd., B-2, Westlake, OH 44145 (1-440-835-1776)

FOURTH-TWELFTH GRADE

Historical Eras and Themes

While studying Wisconsin history, students in **grades 4-12** will learn about:

1. the prehistory and the early history of Wisconsin's native people
2. early explorers, traders, and settlers to 1812
3. the transition from territory to statehood, 1787-1848
4. immigration and settlement
5. Wisconsin's role in the Civil War, 1860-1865
6. mining, lumber, and agriculture
7. La Follette and the Progressive Era, 1874-1914
8. the world wars and conflicts
9. prosperity, depression, industrialization, and urbanization
10. Wisconsin's response to 20th century change

FIFTH-TWELFTH GRADE

Historical Eras and Themes

While studying United States history, students in **grades 5-12** will learn about:

1. the prehistory and early history of the Americas to 1607
2. colonial history and settlement, 1607-1763
3. the American Revolution and the early national period, 1763-1815
4. the paradox of nationalism and sectionalism in an expanding nation, 1815-1860
5. the Civil War and Reconstruction, 1861-1877
6. the growth of industrialization and urbanization, 1865-1914
7. World War I and America's emergence as a world power, 1890-1920
8. prosperity, depression, and the New Deal, 1920-1941
9. World War II, the Cold War, the Korean War, & the Vietnamese conflict, 1941-1975
10 the search for prosperity and equal rights in Cold War and post-Cold War America, 1945-present

FIFTH-TWELFTH GRADE

Historical Eras and Themes

While studying world history, students in **grades 5-12** will learn about:

1. prehistory to 2000 BC
2. early pastoral civilizations, nonwestern empires, and tropical civilizations
3. classical civilizations, including China, India, Egypt, Greece, and Rome, 1000 BC to 500 AD
4. multiple religions (Judaism, Christianity, Islam, Buddhism, Hinduism) and civilizations to 1100 AD
5. expansion and centralization of power, including the decline of feudalism, 1000-1500 AD
6. the early modern world, 1450-1800 AD
7. global unrest, change, and revolution, 1750-1850 AD
8. global encounters, industrialization, urbanization, and imperialism, 1850-1914 AD
9. wars, revolutions, and ideologies, 1900-1945 AD
10. post-industrialism, global interdependence, and fragmentation in the contemporary world, 1945-present

- Social Studies Standard B Grade 4
- Social Studies Standard B Grade 8
- Social Studies Standard B Grade 12

FOURTH GRADE

Performance Standards

By the end of **grade four**, students will:

B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts

B.4.2 Use a timeline to select, organize, and sequence information describing eras in history

B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events

B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups

B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice

B.4.6 Explain the significance of national & state holidays, such as Independence Day & Martin Luther King, Jr. Day, & national & state symbols, such as the U.S. flag & the state flags

B.4.7 Identify and describe important events and famous people in Wisconsin and U.S. history

B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment

B.4.9 Describe examples of cooperation & interdependence among individuals, groups, nations

B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

EIGHTH GRADE

Performance Standards

By the end of **grade eight**, students will:

B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used

B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history

B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history

B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians

B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently

B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights

B.8.7 Identify significant events and people in the major eras of United States and world history

B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society

B.8.9 Explain the need for laws and policies to regulate science and technology

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues

TWELVE GRADE

Performance Standards

By the end of **grade twelve**, students will:

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them

B.12.4 Assess the validity of different interpretations of significant historical events

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States

B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created

B.12.8 Recall, select, and explain the significance of important people, their work, and their

ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world

B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values

B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions

B.12.14 Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world

B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

C. POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY

Content Standard

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

Rationale

Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact. In Wisconsin schools, the content, concepts, and skills related to political science may be taught in units and courses dealing with government, history, law, political science, global studies, civics, and current events.

Note: additional information for developing a curriculum is available in:

Curriculum Standards for Social Studies. The National Council for the Social Studies Publications, P.O. Box 79078, Baltimore, MD 21279-0078 (1-800-683-0812)

National Standards for Civics and Government. The Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302-1467 (1-800-350-4223)

- Social Studies Standard C Grade 4
- Social Studies Standard C Grade 8
- Social Studies Standard C Grade 12

FOURTH GRADE

Performance Standards

By the end of **grade four**, students will:

C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity

C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed.

C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation

C.4.4 Explain the basic purpose of government in American society, recognizing the three levels of government

C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community

C.4.6 Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals

EIGHTH GRADE

Performance Standards

By the end of **grade eight**, students will:

C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights

C.8.2 Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system

C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused

C.8.4 Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level

C.8.5 Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights

C.8.6 Explain the role of political parties and interest groups in American politics

C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate

C.8.8 Identify ways in which advocates participate in public policy debates

C.8.9 Describe role of international organizations such as military alliances & trade association

TWELVE GRADE

Performance Standards

By the end of **grade twelve**, students will:

C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens

C.12.2 Describe how different political systems define and protect individual human rights

C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time

C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized

C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion

C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers

C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior

C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position

C.12.9 Identify and evaluate the means through which advocates influence public policy, and

identify ways people may participate effectively in community affairs and the political process

C.12.10 Evaluate the ways in which public opinion can be used to influence and shape public policy

C.12.11 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement

C.12.12 Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice

C.12.13 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals

C.12.14 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust

C.12.15 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women

D. ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION

Content Standard

Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

Rationale

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens. In Wisconsin schools, the content, concepts, and skills related to economics may be taught in units and courses including economics, history, government, global studies, and current events.

Note: additional information for developing a curriculum is available in:

Curriculum Standards for Social Studies. The National Council for the Social Studies Publications, P.O. Box 79078, Baltimore, MD 21279-0078 (1-800-683-0812)

National Content Standards in Economics. The National Council on Economic Education, 1140 Avenue of the Americas, New York, NY 10036 (1-800-338-1192)

- Social Studies Standard D Grade 4
- Social Studies Standard D Grade 8
- Social Studies Standard D Grade 12

FOURTH GRADE

Performance Standards

By the end of **grade four**, students will:

D.4.1 Describe and explain of the role of money, banking, and savings in everyday life

D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game)

D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin

D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient

D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service)

D.4.6 Identify the economic roles of various institutions, including households, businesses, and government

D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world

EIGHTH GRADE

Performance Standards

By the end of **grade eight**, students will:

D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services

D.8.2 Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services

D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets

D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life

D.8.5 Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity

D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income

D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns

D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive

D.8.9 Explain why the earning power of workers depends on their productivity and the market

value of what they produce

D.8.10 Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System

D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment

TWELVE GRADE

Performance Standards

By the end of **grade twelve**, students will:

D.12.1 Explain how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices

D.12.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time

D.12.3 Analyze and evaluate the role of Wisconsin and the United States in the world economy

D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world

D.12.5 Explain how federal budgetary policy and the Federal Reserve System's monetary policies influence overall levels of employment, interest rates, production, and prices

D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world

D.12.7 Compare, contrast, and evaluate different types of economies (traditional, command, market, and mixed) and analyze how they have been affected in the past by specific social and political systems and important historical events

D.12.8 Explain the basic characteristics of international trade, including absolute and

comparative advantage, barriers to trade, exchange rates, and balance of trade

D.12.9 Explain the operations of common financial instruments (such as stocks and bonds) and financial institutions (such as credit companies, banks, and insurance companies)

D.12.10 Analyze the ways in which supply and demand, competition, prices, incentives, and profits influence what is produced and distributed in a competitive market system

D.12.11 Explain how interest rates are determined by market forces that influence the amount of borrowing and saving done by investors, consumers, and government officials

D.12.12 Compare and contrast how values and beliefs, such as economic freedom, economic efficiency, equity, full employment, price stability, security, and growth, influence decisions in different economic systems

D.12.13 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies

D.12.14 Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and the Federal Reserve System

E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY

Content Standard

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Rationale

Learning about the behavioral sciences helps students to understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts, and skills related to the study of psychology, sociology, and anthropology may be taught in units and courses dealing with anthropology, sociology, psychology, government, history, geography, civics, global studies, current events, and the humanities.

Note: additional information for developing a curriculum is available in:

Curriculum Standards for Social Studies. The National Council for the Social Studies Publications, P.O. Box 79078, Baltimore, MD 21279-0078 (1-800-683-0812)

- Social Studies Standard E Grade 4
- Social Studies Standard E Grade 8
- Social Studies Standard E Grade 12

FOURTH GRADE

Performance Standards

By the end of **grade four**, students will:

E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning

E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development

E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living

E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people

E.4.5 Identify and describe institutions such as school, church, police, and family and describe their contributions to the well being of the community, state, nation, and global society

E.4.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture

E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior

E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions

E.4.9 Explain how people learn about others who are different from themselves

E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions.

E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures

E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens

E.4.13 Investigate and explain similarities and differences in ways that cultures meet human needs

E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people

E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters

EIGHTH GRADE

Performance Standards

By the end of **grade eight**, students will:

E.8.1 Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning

E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development

E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people

E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community

E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies

E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals

E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society

E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups

E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world

E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding

E.8.12 Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved

E.8.13 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes

E.8.14 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed

E.8.15 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis

TWELVE GRADE

Performance Standards

By the end of **grade twelve**, students will:

E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior

E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

E.12.3 Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos

E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples

E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time

E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings

E.12.7 Use scientific methods to assess the influence of media on people's behavior and decisions

E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world

E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration

E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors

E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices

E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled

E.12.13 Compare the ways in which a universal theme is expressed artistically in three different world cultures

E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue

E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions

E.12.16 Identify and analyze factors that influence a person's mental health

E.12.17 Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism